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ABSTRACT

This guidebook offers tips to those who guide people who want to learn to read and write. It is structured in three volumes, each accompanying a separate videotape. The three videotapes are 120 minutes, 90 minutes, and 120 minutes in length, respectively. The guidebook has four goals: (1) help those who guide learners to understand how the learner might feel; (2) be a guide to follow for each section of the videotape; (3) give ideas for activities so learners can get more practice from each section; and (4) give ways to help learners realize that they are making progress. Videotape one builds from the foundation of recognizing certain letters in words up to the various tricky dipthongs and silent letters of the English language. Videotape two introduces letter combinations and words that use them, more sentences, and the idea of plurals, punctuation, and paragraphs. Videotape three helps learners to improve reading comprehension and rate of reading, suggests further use of the dictionary, teaches many emergency and survival words, and introduces learners to cursive writing. (RS)

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A GUIDEBOOK FOR "I WANT TO READ"

Volume I

BEST COPY AVAILABLE

Program Consultant
Dr. Anabel P. Newman
Indiana University

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WELCOME ....
and THANK YOU!

YOU CAN HELP CHANGE ANOTHER PERSON'S LIFE.

Help that person use the I WANT TO READ video tapes to learn to read and to write. He will be able to do more and get more out of life. He will become a fuller person, a better parent, a better citizen and feel a well-deserved sense of pride in his accomplishment.

And you will be able to feel proud of your accomplishment as well!

YOU ARE A GUIDE AND A SUPPORTER.
THE LEARNER HAS TO DO THE WORK.

This book has been made to give you, the GUIDE, some tips on ways you can do just that ... guide and help the learner.

This book has several goals:

1. Help you to understand how the learner might feel and how to work with those feelings.

2. Be a guide to follow for each section of the tape so you can know what the learner is working on at any given time.

3. Give you ideas for activities you can work on with the learner so he will get more practice from each section.

4. Give you ways to help the learner realize the progress he is making. This is very important because unless he feels he is making progress, he is not going to get that wonderful sense of accomplishment that we all need to feel.

There are many reasons for not being able to read. In fact, no two cases will be exactly alike. We suggest that you should try to discover why the learner thinks he did not learn to read. Knowing this can be a big help as you work with him throughout the program.

Of course, there are different levels of "non-reading." There are those people that know most of the alphabet

and even some words. There are some who can slowly "sound out" words in a sentence but can't read the sentence for "comprehension."

You should try to determine at what level your learner is so that you can be the most help to him.

However, it is very likely you will find that he feels there is something wrong with him, and this has created a lack of self-esteem. "I don't like myself or my life." "Maybe I can't learn. I'm dumb."

Prove that isn't so by showing him that he can learn something the first time he uses the program. We know the first section of the first tape WILL DO THAT!

You will see that the programs are created to help all levels of "non-readers," even those who do not know the letters of the alphabet. But even if your learner knows most, or even all, of the alphabet, he should go through each section of Volume I with you.

ANYONE (even you) WILL LEARN A LOT FROM THE FIRST TAPE.

Basically, these programs first teach some of the sounds that the letters can represent singly and later, in combinations. Then the video shows how letters are combined to form words and helps the learner to KNOW those words when they are seen. The video will also explain how to figure out a word based on the other words that go before and after it in a sentence, and very mportantly, how to develop the ability to UNDERSTAND what has been read.

As mentioned earlier, a video cassette offers many advantages to a learner. It can be used by the learner in privacy at anytime, can repeat anything as often as asked, and is "user-friendly."

The I WANT TO READ programs will be far more effective if the learner has the tape to use the same way at his own schedule and pace.

You should make sure your learner knows how to use a VCR, particularly the STOP, PAUSE, REWIND, and PLAY functions. As you will see when viewing the programs, they are composed of many "sections" or lessons, and most of those contain words or letters that the learner is asked to copy.

This is where the PAUSE control is very valuable. Most VCR's will allow a picture to be held on the screen as long as needed. However, some VCR's do not give a stable or clear image while on pause. If the unit your learner is using has that problem, he should REWIND and REPLAY that section enough to get the copying completed. He should be using that REWIND control often.

Most rewinding does not take very long at all. You might also show the learner how to use the counter on the VCR to know how to come back to a given place in the videotape.

Of course, YOU need to know what the program is all about, TOO. You can't GUIDE someone over unfamiliar ground! So it would be a good idea for you to look at all of the program first.

The video tapes consist of individual sections. They could be called lessons, but since many non-readers may not have very fond memories of school, we decided not to use a term that could sound like a chore.

Before each section a number will appear for a few seconds just before that section begins on the tape. Those numbers are also used in this guide as a heading for the description of what that section contains, and the suggestions for things you can do to help the learner.

Make sure the learner REALIZES he has learned from every section or session. THIS IS VERY IMPORTANT! Guide him to that realization. Then he will increasingly know he CAN learn.

There are other items you and/or the learner will need such as pens or pencils, newspapers, magazines, and PLENTY OF PAPER.

In this book you will see repeated suggestions for you to use "flash-cards" to help the learner. These are simple cards of any size, such as the size of a deck of playing cards, or file cards. You can buy them at a stationery or office supply store or cut some out of sheets of paper or light cardboard.

Then with a heavy pencil or felt-tip pen, print the necessary letter, word, or sentence on it so you can hold it up for the learner to tell you what is on the card. This is great, effective practice.

Try to make sure the learner works with EACH SECTION until he has learned all he needs from that section BEFORE he goes on to the next. Try to work with him after each section until you feel confident he is ready to continue. He will feel more confident if he realizes that he is LEARNING.

Until you start to help someone learn to read and to write English, you may not realize what a difficult, undisciplined language it is. One letter can represent many different sounds. Just think about the different sounds the letter O makes in ONLY, ON, COW, OF, ROOT, or WOMEN. And how about the word ONE. There it makes a W sound!!!

That's why, in the I WANT TO READ programs, we use NO RULES because rules always have exceptions. For instance, remember the old rule "I before E except after C"? Well, what about deity, height, heifer, heir, leisure, or seizure.

Instead of allowing the learner to feel inadequate, let him know that the English language really is a problem for EVERYBODY. Try instead to have fun with its many different characteristics.

Please don't feel that these suggestions are "carved in stone." If you have some ideas you want to add or use in place of what we have suggested, that's great! In fact, since you have the opportunity to know your learner and we don't, you can use that closeness to try activities that could fit that individual far better than we can.

1

This section introduces several ideas:

1. We can communicate with sounds that make words.

2. Most of us KNOW those words and what they mean when we hear them.

3. Finding ways to put those words into some kind of WRITTEN form needs LETTERS that can represent those sounds.

4. Knowing those letters and how they are combined into words and then recognizing those words when we SEE them is what READING is all about.

5. Introduces the letter B.

SUGGESTIONS

You and the learner should view this section together and then discuss it. What was interesting to the learner? What did he learn? Did he think of any odd "character" he knows? What was not clear? Does the idea of learning to read seem a little bit more fun now?

This is a good chance to let the learner express himself and YOU may learn a lot too !

Work together with the learner in SAYING words that have a strong B sound. Both of you try to come up with other words besides those that are used in the video section. Have the learner do enough writing of the letter until you are sure that he is doing it easily and quickly.

It is important to note here that WRITING is an IMPORTANT PART of learning to READ. Every time the learner WRITES a letter or a word it becomes a part of his SIGHT-MEMORY more easily. And it helps to give him confidence because he is on the road to reading !!

2

Learning about small letters and the small b

If the learner has worked on this section by himself, ask if he did what the video instructor told him to do - look in papers or magazines for BOTH kinds of b's. You might have a newspaper handy and have him try it. Has he seen any B's anyplace else?

3

Learning the letter Ii.

Did the learner do the job the video instructor asked him to do by writing IBbiBibi (capital and small letters in that order)? Is he having any problems? But, more importantly, point out what he is learning and doing correctly.

4

Learning the Mm, Ee, and Oo and some short words for sight memory.

You can really make some important points with the learner with this section because, in this section, for the first time in the program, we see that letters or characters not only represent sounds but when put together, make words. The learner should learn those WORDS so he KNOWS them when he SEES THEM...THAT IS READING !

So, put those words, ME, MOM, AM, and BOB on separate flash-cards and make more than one card for each word so you can use both capital and small letters on different cards. (Yes, the word bob, with all small letters is a good word, too...His head would bob up and down.)

Then use those flash-cards until the learner knows each word AS SOON as he sees it. Of course, he should also be practicing writing the words.

5

Introducing the letter aa and some short words that use it: am, man, name, Abe, nab, ban, and Alabama.

Here is where you can make a very important point with the learner. A character can represent DIFFERENT SOUNDS! Do a lot of discussion about this. It's one of the main reasons that English is a hard language to learn for a non-English speaking person, and it certainly can be a problem even for us when we see a totally new word. So the learner shouldn't feel that there is something wrong with him ... it's this crazy language of ours.

6

Introduces Nn and some words that use it: man, an, on, no, in, and, noon, ban, nab, Ben, men, neon.

Make and use flash-cards for these words. Have the learner write the words as you call them out.

7

Introduces the idea of the learner making "collection pages".

This is important for several reasons. As the collection pages and the number of words on each page grow, the learner will have an increasing awareness of the progress that he is making, and his self-confidence can grow. Of course, you can help build that with compliments, also.

The learner will be getting the idea of grouping words that start with the same letter. This will be important later after he learns the alphabet in sequence for such activities as using a phone book or a dictionary.

The learner will have those pages to review at his own convenience, and that kind of "going back over it" is very, very important to the learning process.

8

Introduces Dd and words: and, Ed, dim, dam, add, bad, mood, odd, did, Dad.

Use flash-cards. Have the learner write words as you call them out and even the sentence "I am in a bad mood." Check his collection pages and review with them.

9

Review letters covered previously: B, I, M, A, O, D, E, N. Learn the T sound and the letter T and simple words that use a T: bet, to, at, it, Tim, time, Tom, tab, bottom, mat, mitten, bat, data, tan, mint, bent, tent, not, net, ten, Ted, met, bit.

This section is good practice because not only is the good strong sound of the T learned and used, but there are several ways to show the learner that a simple change of one letter can totally change a word and its meaning: at..it, bat..bit..bet, tan..tin..ten..Ted.

Also, here are many words for the learner to add to his collection pages. And you can have more flash-cards to work with.

10

The ESS sound and the letter S. Learning the words so, is, as, miss, sit, set, sits, boss, toss, best, test. nest, mess, send, sent, dentist, some, same, Sam.

This section, like the previous one and others to follow, has much to discuss and work on, as well as words to learn AS THEY ARE SEEN, not just by "sounding out." Flash-cards need a good workout. And, you could start slipping in flash-cards from previous sections as a way of review and being sure the learner is REALLY learning the words as well as the letters.

11

The letter Rr. Words: Dear Sir, beer, bar, ribs, Rams, rest, tree, are, better, reader, read, more.

This might be a good place to ask yourself "is the learner WRITING everything he is being asked to write?" Remember, the mind absorbs new information better if more than one faculty is being used, such as SAYING a word every time you SEE that word. The same idea works when a person actually WRITES a word...the word becomes a part of his MEMORY much more securely.

12

The letter Ll. Words: Bill, ball, tell, still, lend, less, lemon, lime, mall, tall, lad, led, bell mill, limo, land,Lord, blend, dental, sell, sale, male, L.A., Louisville, Las Vegas, Lincoln, St. Louis, London.

You and the learner will no doubt see that some of those words use some letters (u, v, and c) that have not been introduced yet. Just tell the learner not to worry; he will meet those letters very soon, and if those words that use these new letters are a problem, forget about them for now.

You might want to show the learner examples from magazines or newspapers where, as the videotape says, a capital I as in "I can" sometimes has a short, horizontal line at the top and bottom (I), and sometimes it does not and CAN look like the small l, as in ball.

Use more flash-cards, review collection page words, and practice making different words by changing one letter. Also come up with other words that use the L with other letters that HAVE already been learned, such as LABEL.

13

The letter Gg. Words using a "hard sound". G: go, get, gas, bag, beg, big, tag, got, God, leg, log, dog, girl, dig, rig, rag, garden, gold, golden, grand, brag. Introduces the idea of the "below the line tail".

Concentrate on the "guh" sound that the G makes in these words so that the different G sound in the next section will be more easily seen as being different. Again, use more flash-cards, review collection page words, and practice writing and saying the words. Have the learner practice writing on lined paper to get the tail of the small g positioned properly as explained on the tape.

14

The letter G where the sound is different: doing, sing, song, being, seeing, running, sleeping, going, riding, reading, age, sage, rage, pigeon, George, Gene, and then a comparison between the hard G in GUNS and the soft G in GENTLE.

Use a newspaper and look for words that use a G and have the learner decide whether it is a hard G or a soft G, such as "...a genuine leather chair in a garage sale" (there is a word with one of each!)

You can find others if you look. Of course, continue to work with flash-cards and collection page words. It might be time to ask the learner if he has been reviewing his collection page words to keep them strong in his memory.

15

Letter Pp. Words: pot, pan, pin, pint, pal, pop, prop, print, plan, page, part, apart, apartment, trip, map rap, sap, tap, gap, nap, lap, apple, pineapple.

Continue practicing with flash-cards, writing, and adding words to the collection pages.

16

Letter Cc. Words with c, both "hard" c and "soft" c. Words: can, cat, cab, car, care, case, cold, cart, corn, cage, Carl, Cal, Carter, Carol, Caroline, call, Cassie, Cassandra, recess, access, success, circus, cycle, circle.

Again, there are examples of where, in our crazy language, not only can letters represent DIFFERENT sounds (hard C and soft C, but WORDS can LOOK the same but have different MEANINGS, (CAN and MAY), and even be PRONOUNCED differently, (READ).

You can be a big help here in discussing the fact that those differences exist. The learner probably has no problem saying, "He can read, so he read me a story". But seeing what looks like the same word "READ" in that sentence, where it has two different pronunciations, can present a problem to the new reader. So work on this idea because later it becomes clear that it is usually the words that go WITH that word that determines its meaning, and/or pronunciation.

17

The letter Ff. Words: for, four, from, free, foot, fat, fit, fall, fill, fine, fire, food, fast, front, finger, if, after, effort, often, soft, lift, gift, sift, off, of, different.

Here is a chance to do more work with the learner on the following facts:

1. A word can sound the same but be spelled differently and have different meanings: for and four.

2. A word can have ONE spelling and sound, but two MEANINGS: FINE.

3. A letter or character can make a different sound in different places: the different sounds the o and the f make in the word OFF vs. the sounds they make in OF.

18

Letter Hh. Words: hat, hot, hear, hand, hard, hip, hill, hello, help, hold, hog, hop, hope, hero, hose hole, head, heart, home, Ohio, rehab, behind, ahead, hello.

Use flash-cards, practice writing, and continue adding to collection pages. You might introduce an important word that uses the H combined with two other letters the learner already knows. For instance the T and the E with H makes the word THE. The tape didn't do that, but YOU can.

19

Shows different type styles for the same letter. Introduces letter Ww. Words: well, how, now, we, will, write, word, wise, show, world, want, war.

Help the learner find ads in magazines or newspapers where the letter W is made like two connected Vs or made like two connected Us. Point out to the learner that, as the video says, both styles are good W's.

Also, discuss other letters you both can find that are different type styles, or designs.

The sentence used in the video,"now we will write a word to the wise and show the world we do not want war," uses ONLY letters that the learner has now worked with.

This is also true of one of the other sentences shown in the video: He was a big bag of wind. So there are some sentences for the learner to practice reading, and some more words to use for flash-cards.

20

The letter Kk. Words: week, work, kiss, kind, kill, kin, king, keep, kangaroo, kettle, kite, Karen, Kate, Kermit, Kent, Kyle, Kevin, Kansas, Kentucky, Kodak, lake, make, bake, take, ask, mask, task, cake, back, sack, package, pick, sick, lack, track, lock, rock, rack, cracker, stick, sticker, trick. Also, discussion of the K making the same sound as a hard C.

There are many new words here to work with using the usual flashcard and collection page approach.

21

Letter Yy. Words: Yes, you, may, yell, year, yellow, your, yard, yet, everybody, say, Mary, may, marry, Harry, May, New York, maybe, try, baby, by, golly, many, today, stay, happy.

Basically continue the use of flash-cards and collection page additions. Don't forget to do some "morale-building." Maybe you can tell the learner to use a couple of those "Y" words, and Yell about how happY he should be about how well he is learning!

22

Letter Uu. Word: You, United, union, unit, use, mule, human, up, until, untie, fun, run, gun, tub, rub, rust, dust, must, suds, tube, lubricate, tutor ruler, flute, super, unusual, substitute, useful.

Here again, a letter is introduced that can make more than one sound. Keep the learner going straight ahead. Don't let him make a U turn! Have fun.

23

Letter Jj. Words: just, Jack, Jill, John, Jim, Jerry, Jones, New Jersey, Japan, jam, jelly, jolly, janitor, jail, January, June, July, joy, job, jewel, jerk, jive, jingle, jungle, jury, major, eject, reject, project, object, jittery, jiggle, jeans, jot, jugful.

This is as good a time as any to mention a possible question your learner might ask about this crazy language. "Why is that word spelled with a __ instead of a __ that makes the same sound? For instance, a soft G, as in George, makes the same sound as the J in John. Well, plain and simple...THERE JUST IS NO ANSWER!

Words originated from many sources and over many centuries, and as we said earlier, there are no rules and in this case, no good answers. It's like Mother used to say when we asked WHY?...Because I said so! So, back to the flash-cards, collection pages, and PRACTICE.

24

Letter Vv. Words: very, valuable, volumes, Vermont, Virginia, vegetable, valentine, vital, vote, vent, save, pavement, lavatory, cover, cave, rave, live, liver, river, lever, never, fever, five, seven, stove, prove, move, oval, evil, level, vertical, average, every, prevent, advantage, advertise, several, wives, waves, love, Corvette, drive, van, even, active, vocabulary, video.

Here is a section that the learner can attack with Vim, Vigor, and Vitality! There are many words to learn, copy, and practice using both reading and writing. Don't rush it.

25

Letter Zz. Words: buzz, amazing,zoo, Arizona, fuzzy, dizzy, zebra, zip, code, time zone, zoom, zip, jazzy, crazy.

After all of the words introduced in the last section (V), we thought a shorter and maybe easier section was needed. Of course the section still needs care and attention. Is the learner feeling good about his progress? If not, it might help to remind him that if he has gotten this far, he now KNOWS OVER 250 WORDS BY SIGHT!

26

Letter Xx. Words: Max, axe, extra, fix, tax, excess, sex, next, ex-wife, Texas, lax, six, relax, Mexico, extremely, fixture, mix, exit, excellent.

Even though this letter is not used as often as most, it needs to be learned as thoroughly as all the others. So give it some extra loving care. The same goes for the learner!

27

Letter Words: quit, quite, quick, question, quart, quartet, quarrel, quail, queen, squabble, square, squirt, squirm, esquire, acquire, Quebec, torque, sequence, liquid, liquor, sequence, tourniquet, etiquette, quinine, quince.

We said in the opening part of this book that we weren't going to use any rules, but the letter Q practically makes its own rule. It is virtually always followed by the letter U. Now, congratulate the learner because he has now worked with all 26 letters of the alphabet.

28

Learning the alphabet in sequence.

Regardless at what age a person learns the alphabet, it is purely a problem of memorization and that takes practice and repetition. But as the tape points out, it does seem easier for most people to remember the words to a song than it is to memorize prose.

This is why we have used the old children's alphabet song on the video. So we suggest that you might sing-a-long with your learner. It might make him more comfortable. You might also show him how names are alphabetized in a phone-book or a street directory.

29

The PH combination. Words: alphabet, phone, telephone, photograph, graphic, phonograph, Phyllis, Phoebe, Philip, Ralph, Philadelphia, Philippines, pharmacy, phase, phrase, pheasant, physical.

Here is a chance to get some more enjoyment into the learning process. Talk about the Greek origins of some of those words, and that can lead to a discussion about the fact that most of our words came from some other language.

And, of course, here is a perfect example of "characters" acting (sounding) differently when they get together than when they are by themselves. They even sound like another character...the F! Continue flash-cards and collection page work.

30

The idea of blends and the 'ing' ending. Words: below, blow, blend, try, trip, true, black, blue, fly, flame, Frank, Fred, free, place, plan, credit, crack, clip, clear, swat, swell, spell, brand, bring, working, doing, being, seeing, having, taking, making.

A blend is really a different sound than just a combination of the individual sounds of two letters. Your mouth even prepares differently. To prove it, get ready to say the P for the word PAN, as in cake pan. Notice where your tongue is. Now, get ready to say the word PLAN. See, your tongue automatically goes to the roof of your mouth, ready to make that PL blend sound. And notice the different ways your mouth prepares for band and brand, or tip and trip.

So, there are some exercises to have fun with and if the learner is WRITING a word each time, remember, his mind will grasp that word more completely.

31

The TH combination Words: the, those, them. A sentence for the learner to practice: Then they got together with the others on the path that led them home.

The TH sound is used often in our language, so this is a very important section. And the exercise of the learner writing the sentence to carry with him to practice is very valuable.

If the learner HEARS the sentence from the video then WRITES it, he will know those words. And when he looks at that sentence, the words will more easily become a part of his memory.

32

SH combination and other letters making the same sound. Words: show, ship, shape, share, sharp, shoot, shout, short, wish, wash, dish, dash, hash, rash, mash, push, fresh, rush, cashew, sugar, sure, issue, tissue.

Sentence: I sure wish to read so show me how.

There is another sentence for the learner to copy and carry with him for reading practice. Also you can use flash-cards for all the words.

33

This section is really a progress check.

Sentence: They can show the others how to get home.

Can the learner read that sentence? Any problems should indicate some previous sections need more work. THERE IS A TENDENCY TO GO TOO FAST!

34

Silent letter K. Words: know, no, Knicks, knock, knot, knife, knuckles, knit.

The video compared the silent K character to a person who, in certain situations, can be very quiet. You might want to discuss this idea because the comparison between characters of the alphabet and characters we know is used frequently in the I WANT TO READ programs.

In fact, look at the word "knock". The k is silent at the beginning, but when it gets together with the c at the end, it makes a definite sound.

35

Silent W. Words: Know, wrist, wrinkle, wrap, wreck, who, whose, wrong.

In the words who and whose the W is silent, but it affects the way the rest of the letters sound. If the w was not with the hose in whose, the hose would be pronounced totally differently. So, even silent characters can affect others, just like people we know.

36

Silent E and words that become other words when an E is added. Words: like, make, rake, pile, pole, file, stale, here, there, came, come, some, home, male, female, pure, sure, fire, hire, tire, wire, save, have. Sam, same ... hat, hate...pal, pale...Sal, sale ... dim, dime...bit, bite.

Sentence: I can take a bite of the cake that I made.

Could the learner find the only E in that sentence that does make a sound? (It's the e in "the"). This section contains many useful words, so the learner should be given lots of flashcard practice.

37

WH combination. Words: who, what, when, where, why

With these words the learner can make up sentences, but since we won't get to Punctuation Marks until the second tape, we suggest that only statements be used here, not questions. For instance: "I know when the game starts" but not, When does the game start? Make sure the learner is adding all new words to his collection pages.

38

Silent G; Words: right, sight, fight, light, might, night, tight, high, sigh.

Here are some words that certainly can not be "sounded-out", at least not so they make sense. So, they are definitely SIGHT memory words. Use flash-cards, and have the learner write them several times.

39

OUGH combination and how it can represent an F sound. Words: tough, rough, enough, cough.

In this section of the video, in addition to learning these words, the learner was asked to do some writing. So, you could check and see if he did. If so ...COMPLIMENTS!

40

More OUGH sounds and meanings.

Sentence: Before he was through cutting the tough grass, the mower threw a stone through the window.

Discuss the different meanings of the words through, threw, and through in that sentence, even THOUGH they sound the same.

41

OUGHT combination, AUGHT, and some AU words. Words: out , thought, ought, caught, August, Paul, cause, because, pause.

Sentence: Roger thought he caught a cold so he bought some cough medicine which he brought home.

There is room for good discussion also on this section. Did your learner copy that sentence to carry and practice with?

42

Review.

It would be a good idea for you and the learner to view this section together, and then take plenty of time for discussion. You could use old flash-cards, ask him to write sentences, and to read sentences that you write. If you both feel that the learner is ready, give him a big pat on the back for what he has accomplished and give him a boost to go on to I WANT TO READ TO TWO TOO!

A

GUIDEBOOK

FOR

"I WANT TO READ"---

TO, TWO, TOO

Volume II

WELCOME ....
and THANK YOU!

YOU CAN HELP CHANGE ANOTHER PERSON'S LIFE.

Help that person use the I WANT TO READ video tapes to learn to read and to write. He will be able to do more and get more out of life. He will become a fuller person, a better parent, a better citizen and feel a well-deserved sense of pride in his accomplishment.

And you will be able to feel proud of your accomplishment as well!

YOU ARE A GUIDE AND A SUPPORTER.
THE LEARNER HAS TO DO THE WORK.

This book has been made to give you, the GUIDE, some tips on ways you can do just that ... guide and help the learner.

This book has several goals:

1. Help you to understand how the learner might feel and how to work with those feelings.

2. Be a guide to follow for each section of the tape so you can know what the learner is working on at any given time.

3. Give you ideas for activities you can work on with the learner so he will get more practice from each section.

4. Give you ways to help the learner realize the progress he is making. This is very important because unless he feels he is making progress, he is not going to get that wonderful sense of accomplishment that we all need to feel.

There are many reasons for not being able to read. In fact, no two cases will be exactly alike. We suggest that you should try to discover why the learner thinks he did not learn to read. Knowing this can be a big help as you work with him throughout the program.

Of course, there are different levels of "non-reading." There are those people that know most of the alphabet

and even some words. There are some who can slowly "sound out" words in a sentence but can't read the sentence for "comprehension."

You should try to determine at what level your learner is so that you can be the most help to him.

However, it is very likely you will find that he feels there is something wrong with him, and this has created a lack of self-esteem. "I don't like myself or my life." "Maybe I can't learn. I'm dumb."

Prove that isn't so by showing him that he can learn something the first time he uses the program. We know the first section of the first tape WILL DO THAT!

You will see that the programs are created to help all levels of "non-readers," even those who do not know the letters of the alphabet. But even if your learner knows most, or even all, of the alphabet, he should go through each section of Volume I with you.

ANYONE (even you) WILL LEARN A LOT FROM THE FIRST TAPE.

Basically, these programs first teach some of the sounds that the letters can represent singly and later, in combinations. Then the video shows how letters are combined to form words and helps the learner to KNOW those words when they are seen. The video will also explain how to figure out a word based on the other words that go before and after it in a sentence, and very mportantly, how to develop the ability to UNDERSTAND what has been read.

As mentioned earlier, a video cassette offers many advantages to a learner. It can be used by the learner in privacy at anytime, can repeat anything as often as asked, and is "user-friendly."

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Make sure the learner REALIZES he has learned from every section or session. THIS IS VERY IMPORTANT! Guide him to that realization. Then he will increasingly know he CAN learn.

There are other items you and/or the learner will need such as pens or pencils, newspapers, magazines, and PLENTY OF PAPER.

In this book you will see repeated suggestions for you to use "flash-cards" to help the learner. These are simple cards of any size, such as the size of a deck of playing cards, or file cards. You can buy them at a stationery or office supply store or cut some out of sheets of paper or light cardboard.

Then with a heavy pencil or felt-tip pen, print the necessary letter, word, or sentence on it so you can hold it up for the learner to tell you what is on the card. This is great, effective practice.

Try to make sure the learner works with EACH SECTION until he has learned all he needs from that section BEFORE he goes on to the next. Try to work with him after each section until you feel confident he is ready to continue. He will feel more confident if he realizes that he is LEARNING.

Until you start to help someone learn to read and to write English, you may not realize what a difficult, undisciplined language it is. One letter can represent many different sounds. Just think about the different sounds the letter O makes in ONLY, ON, COW, OF, ROOT, or WOMEN. And how about the word ONE. There it makes a W sound!!!

That's why, in the I WANT TO READ programs, we use NO RULES because rules always have exceptions. For instance, remember the old rule "I before E except after C"? Well, what about deity, height, heifer, heir, leisure, or seizure.

Instead of allowing the learner to feel inadequate, let him know that the English language really is a problem for EVERYBODY. Try instead to have fun with its many different characteristics.

Please don't feel that these suggestions are "carved in stone." If you have some ideas you want to add or use in place of what we have suggested, that's great! In fact, since you have the opportunity to know your learner and we don't, you can use that closeness to try activities that could fit that individual far better than we can.

Guide for
I WANT TO READ TO TOO TWO
(also referred to as Vol. II)

This program continues introducing letter combinations and words that use them, more sentences, and the idea of plurals, punctuation, paragraphs, and, very importantly, the learner starting to write his OWN THOUGHTS. Then, also very important, the learner will begin reading for comprehension, or understanding what is read.

Also, the use of a dictionary is introduced. The learner will probably begin to feel as though he is making even better progress, because the words will become more complicated, but also more useful. He will be reading, and writing more sentences.

You can begin asking the learner to write more of his own thoughts, and that will give him more of a sense of his own involvement and also a feeling of control. His own interests are the best place to get those ideas to write down.

It is important for you to urge him to write his own thoughts as early as possible, and it is far more valuable for him TO DO IT, than HOW it is written. Spelling can always be corrected later; first GET HIM WRITING!

If you do correct him, do it gently and constructively.

VOLUME 2

1

This is really a recap of volume I, and asks the learner to go over his collection pages, and to read the sentences he copied from the first tape to make sure he doesn't have any problems.

You can be a big help with this, both with any problem words (maybe more flashcard practice) and with lots of compliments for what he HAS LEARNED. We can't repeat too often how important this is to his feeling of self-confidence and achievement.

2

A sentence for alphabet review: The quick brown fox jumps over the lazy dog.

About all you need to do with the learner for this section is to review his writing and reading of that sentence.

3

CH combination. Words: much, chip, chew, charge, change, cheese, such, which, sandwich, champ.

Just as in Volume I, you can use flashcards for these new words, and the learner should add them to his collection pages.

4

More CH combinations with different pronunciation. Words: Charles, church, choir, each, Christmas.

Once more, the wonderful English language throws us a curve. The CH has two different sounds - a soft and a hard sound.

5

TCH combination. Words: watch, itch, ditch, match, catch, batch, notch, latch, kitchen.

Sentence: The old witch fell in a ditch because she did not watch where she was going.

Use flashcards. Have the learner write words. Add to collection pages.

6

EA combination. Words in the sentence, "It is easy to eat lean meat but you would not be neat if you were to leave some peas on your seat." Words: beat, heat, feat, defeat, repeat.

Notice that the EA combination in each of those words has the same EE sound. That is different than the next section will be. So practice these words well so the learner has no problem with these words before going on.

7

More EA combinations. Difference in sound of those letters in: ocean, sea...breathe, breath ...read, read....lead, lead.

Sentence: I am pleased to have a reason to learn to read before I am dead so I can get ahead easily.

Here again, as is so often the case, the solution is practice. You may want to discuss the fact that there are no good explanations for why we say, "I can walk so I took a long walk.", but we say "I can breathe, so I took a long breath." As the programs say many times, we don't have any trouble TALKING those words, but the spelling, the writing and the reading of those words, can be tricky. So the only answer is lots of practice.

8

Review.

This was a good place for the instructor on the tape to suggest a stop and review. So, you can do the same with the learner, and don't forget, wherever it makes sense ...COMPLIMENTS!

9

EE combination.Words: meet, beet, feet, street, deed, feed, need, seed, greed, succeed, proceed. Sound-alike words spelled differently: meet, meat...reed, read.

Sentence: Indeed you need to proceed if you want to succeed.

More flashcards, practice, and compliments.

10

AI combination. Words: ailing, ailment, ail, rail, nail, mail, fail, trail, jail, sail, sailor, pail, paid, raid, rain, gain, main, pain, stain, drain.

Here again, since the AI combination is used in all of these words for a different sound than will be shown in the next section, make sure the learner knows all of these words very well BEFORE he goes on to the next section!

11

AI combination but with different sound. Words: said, certain, curtain, fair.

Sentence: They said that if you fail to get your taxes paid there is a fair chance you may go straight to jail.

Mix these new words in with the flashcards from Section l0 to make sure the learner recognizes the difference.Did he write, and practice that sentence?

12

Sound-alikes with different spellings and meanings. Words: Pail, pale...pane, pain...male, mail, female...main, mane..., sail, sale.

These sound-alikes are based on AI words, but the English language is full of them using other letters: roll, role, poll,pole, whole, hole, peel, peal. And in the next section you and the learner can start to have some fun with words like that.

13

The "Pear Tree". Words: Pear, pair, steal, steel, bear, bare, knew, new.

You can both have fun with this idea. See how many "pairs of pears" you can find.

14

IA combinations. Words: dial, Georgia, California, Indiana, trial, trivial, jovial, electrician, librarian, Dianne.

If you analyze those words, you will see that there are several sounds that the IA combinations are used for here. So, more practice, flashcards, collection pages...and practice.

15

EI and IE combinations.

Words: eight, wieners, weigh, skier, weird, drier, undies, friend, ceiling.

These words are given in sentences in the tape, and the learner should have copies of them for reading practice. This is important in this case because there is no way of knowing WHY the two letters are in either order, OTHER THAN JUST LEARNING the words WHEN THEY ARE SEEN. So, FLASHCARDS, FLASHCARDS, FLASHCARDS.

16

TION combination. Words: notion, nation, motion, lotion, station, rotation, quotation, situation, evaluation, education, question.

Here again, the learner must write the word first by copying it from the tape, and later, when you call out the word this practice will strengthen the learner's memory of that words.

17

IO combination. Words: Lion, Lionel, Clio, biology, biography, bionic, Iowa, violin.

Point out to the learner that the io combined with the n in the word lion has a different sound than the ion at the end of the words that were learned in the previous section, such as nation or motion. Writing and flashcard practice continues.

18

OY, OI combinations. Words: boy, coy, oil, noise, choice, voice, boil, soil, coil, toil, spoil, poise, poison, moist, hoist.

Sentence: The Detroit newspaper said that many voices were raised about an oil spill that might poison the soil.

The usual exercises and review help can be used here, plus you might ask the learner if he can think of any other words that might use that same "OY" sound.

19

OU combination. Words: you, out, your, mouth, bout, douse, louse,famous, fabulous.

Sentence: She ran south out of the house shouting about a mouse that should get a clout around the snout.

Discuss the different sounds that the OU represents in YOU, OUT, YOUR or SHOULD, and FAMOUS OR FABULOUS. and the different sounds the A stands for in FAMOUS and FABULOUS.

20

OUI combination. Words: Louis, Louise, Louisiana.

There are not many words that use this combination, but you never know when it may pop up in reading...about a football game involving a team from that state, or a poem by Robert LOUIS Stevenson, or there might even be a hurricane named Louise!

21

DGE combination. Words: Major, John, age, cage, edge, ledge, ledger, ridge, bridge, badge, budge, fudge, judge, gadget, Dodgers.

The main point to discuss here is the fact that the same sound can be written in at least there different ways...with a J, a G, or a DGE. And we just have to get to know those words when we see them!

22

The Y as the last letter in a word. Words: boy, toy, joy, may, lay, say, hay, bay, try, cry, fry, fly, by, buy, guy, baby, Mary, Harry, happy, worry, jolly, Kelly, easy, softly, quietly, shortly.

Sentence: Mary was happy to let the baby play with the toy until it really got sleepy.

There are many new collection page words and plenty to practice with flashcards.

23

Introducing the idea of plurals. Words: boy, boys, cup, cups, car, cars, road, roads,meal, meals.

Many" object"words can be made to mean "more than one of these" by just adding an S on the end. Like the word "word".

24

Making Y-ending words into plurals. Words: boy, boys, toy, toys,fly, flies, baby, babies, worry, worries, try, tries, cry, cries, jelly, jellies, copy, copies, entry, entries, party, parties, patty, patties.

We said in the first part of this book that we were not going to use any "rules". But these words do use a rule that hardly ever gets broken, so you may want to show your learner how it works. Here it is: if a word ending in Y has a letter just before the Y that is an a,e,i,o,or u, all that has to be done to make it plural is add an s.

But if the letter just before the Y is anything else, then the Y changes to IE and then add the S. (baby...babies). You know your learner better than we can, so you decide whether or not to explain this "rule", or just have the earner memorize the words as given.

25

Other plurals. Words: foot, feet, tooth, teeth, man, men, woman, women, sheep, sheep, fish, fish, dish, dishes.

Of all of the English language, the idea of plurals has more strange contradictions than any other part. The o in woman has a different sound than the O in women. A mouse can live in a house, but two HOUSES could have lots of MICE.

But if it were in the country, that house could have one GOOSE or l0 GEESE in the yard. Or in Maine there could be one MOOSE or l0 MOOSE in that yard! This isn't a problem of spelling as much as it is the way we SAY those words. So have fun with this section.

26

3 words with same sound.

Sentence: She sent a letter that had a nice scent with a twenty-five cent stamp.

This is just a simple little exercise for fun, but it also repeats the idea that a sound can have different meanings and spellings.

27

Possessives. Words: my, your, her, mine, yours, his, their, its.

In addition to looking in magazines and newspapers for possessives, your learner could make up some sentences using them. Here again, his own interests can be utilized for subject matter: home or family, car, sport, job. And, as we have said earlier, the main point is to get those thoughts onto a piece of paper; correct spelling can come later.

28

The Period. Sentences with ending periods.

Any printed page will give you plenty of examples to discuss. Discuss square and round periods, such as can be seen in most printed material and the simple written "dot". The learner should
have copied the sentences from the tape. Discuss initials.

29

The Comma.

Sentences: I want to go with you, but I have to work. The birds sing, the flowers bloom, and the sun shines. Add the flour, sugar, eggs, and butter.

Look for commas in printed material. Discuss how they are really used to "pause" or to separate parts of a thought, like the flour, sugar, eggs and butter.

30

Question mark.

Sentences: You went to work? Where is he? Have you seen him? You have? Really? Where? When? How was he feeling? OK?

Since news stories are supposed to tell you, not ask you something, you probably won't find many question marks in news stories. But you should in magazines or ads. Here is another place the learner can do his own writing. In fact, the tape tells him to.

31

Exclamation mark.

Sentences: We won! It is the best! Thank heavens! He ran all the way! No way, man!

Your best chance to find exclamation marks are in ads! Show the learner the different shapes you'll see...fat, skinny, etc.

32

Apostrophe. Words: it's, isn't, can't, doesn't, I'm, you'll, there's, could've, I'll, they're, we'll, won't.

It shouldn't be hard to find apostrophes in all kinds of printed material. But, a word of caution, the video does not discuss another use of the apostrophe and that is when it is used to make a noun into a possessive noun, as in "The boy's toy."

So we suggest that you make sure you are using only words that ARE contractions. If the learner runs across a case where it is used for a possessive, you can try to explain it or tell him that it will be covered later.

33

Explains contractions, as in ... is not/isn't, and then discusses abbreviations ... Co., Sun., Mon., Tues., Wed., Thu., Fri., Sat., Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec., Wy., Fl., Tn., Mex., Can., Ger., Cal. Tech., Univ. Ken., Mr., Mrs., Pvt., Sgt., Lt., Gen., Sen., Jones Bros., Inc., wk. from Tues.

There are many places to find abbreviations...signs on businesses giving hours for each dayof the week, dated letters and addresses, company names, billboards, ads, etc.

34

Paragraphs. Instruction for learner to finish writing: Yesterday, I .....

Look for paragraphs in newspapers and magazines. Discuss learner's writing of his "yesterday" story.

35

More original writing by learner.

You can help suggest ideas for the learner: a letter, a list of activities to do, a grocery list, the words of a song he already knows what he would like to do, how to do something.

36

Figuring out an unknown word.

Sentences: As he was _____down the road, his car ran out of gas. She baked a big _____cake.

You should probably go through this section of the video WITH the learner, so you can see right away how he approaches this technique. Then you can do some GUIDING with conversation and questions, and using real sentences from printed material.

37

More use of context for figuring out a word. Then, the idea of word "roots".

Sentence: Before the plane landed, it ran out of _____.

Words: work, working, worker, worked, workable, workplace, workshop; add, added, adding, addition; house, housing, housewife, housewares, housework; circle, circular, circulate, circulation; immigrate, immigrant, immigration; calculate, calculation; content, contentment; direct, direction; be, being; see, seeing; believe, believing; all, always; side, sideways, bedside; speechless.

As you will notice, the spelling of words can change when an ending is added, and yes, if we were back in school, there are some rules that SOMETIMES work to tell us what to do. But most of us have really learned those words and others like them by SIGHT MEMORY.

We believe that anyone trying to learn to read needs more practice at SEEING that word, and not spending time learning rules that do not always hold true anyway. Look for or think of other words that are built on root words ... that would TRULY be HELPFUL.

38

Places where words are not in context. Menu words: Pork chops, Liver, Potatoes, Green Beans, Waffles, Coffee, Milk. Form words: Name, Address, City, State, Age, Sex, Occupation, Previous Employer.

You could borrow a restaurant menu, get blank forms for driver's license applications, job applications, loan forms, or order forms for products and have the learner work with those. Try to get in as many as possible.

39

Using a dictionary. Alphabetical listing then by second letter, etc.

You can use a phone book, as well as a dictionary, to help show your learner how this works. Give him a name to find in the phone book, or a word to find in a dictionary. Also, see if he has been able to put his collection pages in alphabetical order. If not, perhaps a review of the alphabet is needed.

40

Reading for understanding. There are several paragraphs or stories in this section that the learner is asked questions about by the on-camera instructor.

The best idea is to view this section with the learner and see how he does. It will be well worth the time to go through this section as often as you feel it will help. Then, give your learner a pat on the back, a big smile, and tell him he is ready for Volume III.

A

GUIDEBOOK

FOR

"I WANT TO READ"

VOLUME THREE

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VOLUME THREE

Preface

This program takes the learner further along the path of reading ability. He works with improving reading comprehension and rate of reading. There is further use of a dictionary, and this section teaches many emergency and survival words. This tape also introduces the learner to cursive writing or "hand writing." Those quotation marks are also introduced.

1

A tip for figuring out a word. Introducing syllables. Increasing reading pace.

The idea of humming in the place of an unknown word while saying the rest of the sentence at normal conversational speed allows the learner to better grasp the meaning of the entire thought and therefore have a better idea of what that unknown word MIGHT be.

The fact that a word has x number of syllables is not really important to reading except that it can be of help in trying to figure out an unknown word by "sounding it out". And we usually do that by trying to sound out the syllables.

Also you can probably really help the learner in increasing his speed of reading. As the tape tells him, a thought makes more sense if it is heard by the brain at normal thought pace, instead of being dragged out slowly.

2

Root words. Word: unable, unhappy, disappear, discontent, power, powerful, powerless, powered, working, walking, fishing, cooking, going.

Root words are valuable for the new reader to understand primarily as another way of figuring out an unknown word. In this program, however, we have not attempted to get into the very complex ways that many words get altered to make other words out of them. For instance, the word love is the root of loving and of lovely. One loses the e and the other word keeps it. Very few people outside of the academic world can tell you why. We can only suggest that the learner do what most of us have done in learning to read ... learn to know the word when you see it. So, back to the flashcards.

3

Compound words. Words: snow, storm, snowstorm, mail, box, mailbox, manpower, toothpaste, bookkeeper, postmaster, toastmaster, redhead, evergreen, headache.

The two of you can have fun thinking and writing down other compound words. Just think of a word, and then see what else comes to mind using that word. You can find many of them by skimming through a dictionary. Add them to the collection pages.

4 & 5

Using the dictionary.

These two sections have several good tips and exercises. The learner can think of a word, write it down the way he thinks it is spelled, and then look for it in that part of the dictionary. If it is not found, the word was probably spelled incorrectly. He then should try another spelling.

And you can get the learner used to using the dictionary to find meanings of words (even to see if the word has more than one meaning, and to just meet new words, which can be fun.

Also go through the Yellow Pages with him to see how much he can figure out. We think he will be pleasantly surprised by what he can do.

6

STR combination. Words: string, strong, stripes, stream, strum, strike, strolling, strudel, strawberry, street, pedestrian, struck.

Work with this section as you did with earlier combinations.

7

Context and comprehension.

We suggest that the best way to help the learner with this section is to do what you have done with some earlier parts: view it WITH the learner and see how he does and then help where needed. The most important question to ask yourself is does he UNDERSTAND what he is reading. As the learner to read everything he sees: junk mail, cereal boxes or magazine ads.

This section can lead to a good discussion. In fact, it should.

8

Emergency words. Words and phrases: Wait, Don't Walk,Walk, Ambulance, Hospital, No Smoking, Flammable, Fire Extinguisher, Fire Hose, Fire Alarm, Fire Exit, Emergency Exit, Warning, Private Property, No Admittance, No Trespassing, Beware of Dog, Keep OFF; Caution, Restricted Area, Poison, Watch Your Step, Hands Off, STOP.

You can easily see how important many of these words could be. Some of them literally could be life-savers. So help your learner realize this importance, and get him to take the time to really know all of them by SIGHT. Of course you can help with flashcards.

9

Everyday words and phrases. Please Wait to be Seated, Cashier, Please Pay When Served, Women, Ladies, Men, Gentlemen, Rest Rooms, Toilets, In, Out, Open, Closed, Push, Public Telephone, Information, Stairway, Elevator, Escalator, Office, Deposit Coin, For Rent, Enter, Taxi, Temporarily Closed, Bus Stop, U.S. Mail, Not for Deposit of Mail, Night Deposit.

Although these words may not be potential life-savers, they certainly can make living much more comfortable or convenient. So, more flashcard practice.

10

Street and Highway words and phrases. Caution, Detour, Divided Road, Island, Stop Ahead, Pedestrian Crossing, Parking, No Parking, Emergency Parking Only, Drive In, Dim Lights, Flagman Ahead, Narrow Bridge, School Zone, No Left Turn, Customer Parking Only, No Passing, Do Not Pass, Reduce Speed, Signal Ahead, Wrong Way, Dead End Street, Slippery When Wet, 4 Way Stop.

These are words EVERYBODY needs to know if he is going to exist in the real world. So you know what to do!

11

Household and medicine safety words and phrases: Keep Out of Reach of Children, For External Use Only, Warning!, Harmful if Swallowed, Keep covered tightly, Do not breathe or get on skin or eyes, Take one tablet every four hours, One capsule with each meal and at bedtime. Do Not Exceed recommended dosage. DANGER. .Extremely flammable, May cause drowsiness, If swallowed, call physician or emergency help, Read entire label, This prescription cannot be refilled, Shake well before using, Keep in refrigerator.

Go over ALL of these with the learner and make sure he knows them. Many of them could save his or someone else's life.

12

Quotation marks.

Sentences: Tom said "get out of here." Bill told Mary, "I love Brenda." Bill told Mary I love Brenda. Mr. May said I stole the ring. Mr. May said, "I stole the ring."

Discuss the different meanings of those sentences with and without the quotation marks. Look for other examples of the use of quotation marks in printed material (stories that include conversation are good sources) and discuss who really said what to whom.

13

Comprehension Sentences: At an intersection that has a traffic signal, a driver must always yield the right of way to pedestrians who are crossing according to the signal. It had eight bars. The ball broke before it reached the plate. Bake until golden brown. Slowly she turned to see the dusty stranger get down from his tired horse. Cool sparking, clear water. Turn the handle to the right until it is tight. The baby smiled and then went to sleep.

This section is really an attempt to get the learner to realize not only what he has learned, but how valuable and even pleasurable reading can be IF he UNDERSTANDS what he reads. The true or false test can show him that he CAN take tests, fill out forms, and other such tasks in our everyday world.

And, you might ask the learner what he saw in his mind after reading the last four of those sentences, and how he felt about receiving those new, free images. Discuss with him the fact that his mind just created those images because his mind had UNDERSTOOD THOSE PRINTED WORDS!

This could well be the most important section in the entire I WANT TO READ series.

14

More comprehension. Headlines. The idea of summarizing an idea.

You could view this section with the learner so you have a better idea of how he reads and then thinks about what he has read. This could lead to some valuable discussion.

15

Comprehension practice.

This section asks the learner to read a variety of kinds of articles: ads, want ads for autos, houses, jobs, etc. Then it asks him to think about what was said in those items. This is good practice for everyone because it develops the ability to THINK.

This might be as simple as deciding you might like to try that recipe in that magazine food section or realizing that there is a clause in that apartment lease that could wind up costing you money. So help your learner not only to READ, but to THINK about what he read.

16

Combination Prefixes: EX, IN, INTER. Words: external, internal, exterior, internally, extra, exit, ex-President, ex-husband, explain, intersection, interstate, international, intercept, interpret, interval, examples.

As in earlier sections, you can help using anything from flashcards to good discussion.

17

Voice Inflection and its ability to change meaning. To EMPHASIZE.

Sentences: I thought you did. You can save money.

You both can have fun with this. Read that first sentence four different ways. 1. (nobody else thought so, but) I thought you did. 2. (I wasn't sure, but) I THOUGHT you did. 3. (I didn't do it because) I thought YOU did. and 4. (You say you didn't do it, but) I thought you DID.

Four different meanings from the same sentence! Now, try the same technique with that second sentence and then make up some sentences of your own to try this new practice.

18

Comprehension of intended meanings.

Sentences: The ball broke before it reached the plate. His pitching arm was pretty rusty. She blasted the baseline. Myers wins the pole. He robbed the cradle. Tax spells trouble. I'll catch you later.

As in several of the last sections, this is more practice to understand and THINK about not only what is read but what was INTENDED.

19 - 30

Introduces Cursive Handwriting.

This book cannot be of much help to you for these sections. You can perhaps guide the learner in holding the pen or pencil correctly, making smooth strokes, correcting letter formation, and being sure it is legible (many of us could use help there!). But this practice is really up to the learner. As we said at the beginning, you can be a guide, but the learner has to do the work.

One note: As the video points out, there IS no good explanation of why any of the cursive letters look nothing like the same letter printed.

31

Connecting cursive letters to make words, and then how the connecting stroke has to vary with some letter combinations.

Sentences: Not bad at all. That's pretty good. We have to be willing to change. As, is, so, me, my, of, you, are, the, man, the, we, water, door.

As the learner is writing, remind him to keep his wrist and fingers relaxed, so he can make smooth strokes and not get cramped muscles. Smooooth, and eeeeasy. Also, this section asks the learner to try to write a sentence that is NOT shown on the screen ... the quick brown fox jumps over the lazy dog ... Has the learner tried that?

32

More writing suggestions as well as the quick brown fox sentence for comparison with what the learner should have written. Ideas for personal letters and some suggestions for the format of a business letter.

The learner should at least try writing some personal notes to a friend or relative. Also work with him if there is any way at all to find reason to actually write a business or formal letter. Ask him to write a letter to Jack Chaddock at our address on this book. Make other suggestions if you feel that would help.

33

More writing practice. Suggestions: Sayings, nursery rhymes, words to songs, and of course, writing about activities.

As we have said several times earlier, the more a person writes, the better he can read. And now, your learner should be doing both quite well. You should both be feeling very proud.

THANK YOU.